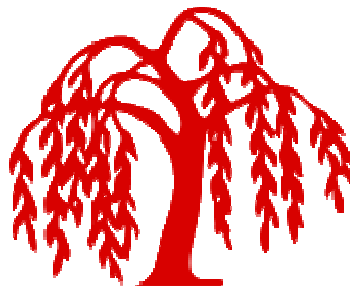


# Lawford Mead Primary & Nursery School



## Phonics Policy

**'Proud of our school, proud of our achievements'**

*Certified as reviewed and approved by the Governing Body: 2nd November 2017*

*Next review date: Autumn 2018*



# Lawford Mead Primary & Nursery School

## Lawford Mead Primary & Nursery School Phonics Policy

### **Relationship to other policies:**

- All Curriculum Policies
- Inclusion Policy
- Special Educational Needs & Disabilities Policy
- Gifted & Talented Policy
- English as an Additional Language Policy
- Equality Scheme
- Homework Policy

### **Introduction**

At Lawford Mead Primary and Nursery School, we believe in teaching high quality phonics as the prime approach to ensure all children become fluent readers and writers.

### **Aims**

- To provide a consistent 'whole school' approach to the teaching of phonics.
- Provide equal opportunities for all pupils to achieve success in phonics.
- Ensure all children have access to high quality phonics teaching which is pitched accurately to meet their individual needs.
- Ensure children progress through the scheme enabling them to effectively apply their skills to reading and writing.
- To work in partnership with parents.

### **Objectives**

- All staff have the knowledge, understanding and skills to teach high quality phonic sessions.
- Phonic sessions are taught systematically ensuring progression.
- High quality planning leads to good outcomes for all children.
- Assessment and tracking are used to effectively plan next steps.
- Phonic skills are applied across the curriculum.
- Parents have an understanding of the school's phonic policy to effectively support their child's learning at home.

### **The Curriculum**

At Lawford Mead Primary and Nursery School, we use **Letters and Sounds** as the core scheme, supported by the **Phonics Play Planning Framework** which follows the: Revisit, Teach, Practise, Apply, Assess format. On introduction of the letter sounds in the foundation stage, **Jolly Phonics** actions are taught and **Mnemonics** are taught (where appropriate) to supplement a multi-sensory approach. Planning is



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undertaken on the agreed format and shows evidence of new learning and not just consolidation.

## **Expectations**

### ***Nursery***

Children have access to differentiated **phase 1** teaching through short guided groups **daily** and in the learning environment provision. All practitioners will model oral blending, segmenting and rhyming regularly to secure children's early skills. All practitioners will have secure subject knowledge of the Letters and Sounds programme through Continual Professional Development (CPD).

NB. Children who demonstrate a secure knowledge of phase one skills will be introduced to **phase 2** teaching.

#### **By end of year:**

- All children to have completed **phase 1**
- Ready to start phase 2 (introduced when appropriate)

### ***Reception***

To teach Letters and Sounds **twice daily** for **20 minutes** from the child's full time attendance. To differentiate the groups to ensure children are reaching their full potential and support given is appropriate.

#### **By end of year:**

- All children to have completed **phase 2 and 3**
- Ready to start phase 4

### ***Year 1***

To teach Letters and Sounds **twice daily** for **20 minutes**. To differentiate the groups to ensure children are reaching their full potential and support given is appropriate.

#### **By end of year:**

- All children to have completed **phase 4 and 5**
- Ready to start phase 6

### ***Year 2***

To teach Letters and Sounds **twice daily** for **20 minutes**. To differentiate the groups to ensure children are reaching their full potential and support given is appropriate. For all children to have completed **phase 6** by the end of the year and also to regularly revisit the sounds and tricky words learnt throughout the Letters and Sounds document through a cross curricular approach.



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## **By end of year:**

- All children to have completed **phase 6**

NB Daily phonic sessions in the morning across FS2 and Key Stage 1 are timetabled at the same time to ensure there can be flexibility in differentiation across year groups.

## **Key Stage 2**

### **Year 3**

To teach Letters and Sounds **daily** for **20 minutes** for the children who are not secure in the phases or have not completed the Letters and Sounds programme. NB Individual or small group interventions will be arranged by the inclusion leader and/or class teacher.

NB Further interventions will be arranged by the SENCo/Inclusion Manager and/or class teacher in response to individual children's needs.

## **Phonics across the curriculum**

Children are encouraged to apply their phonic skills across all curriculum subjects. All teachers and support staff model the correct articulation of the phonemes and the children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. This is supported in lessons by a space themed tricky words wall and space themed sound and spelling mats, ensuring children are encouraged to access support resources independently.

## **Phonics Planning**

Whole class/group teaching of phonics is planned using the Phonics Play planning grids found on the staff drive – phonics – planning – phase 1/2/3/4/5/6. This format includes the revisit/review/teach/apply/assess sections recommended by the Letters and Sounds document. It is expected that all planning is either adapted or annotated to precisely meet the needs and learning styles of individuals and groups. All Early Years and Key Stage 1 classes split into differentiated groups for daily phonics sessions in the mornings. The afternoon sessions are used to target specific groups within classes to ensure progression. Each teacher will plan for their own group and any teaching assistant who leads phonics groups for whom they are responsible. Some more experienced teaching assistants can plan for group work in the afternoon sessions.



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## **Differentiation**

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow children to gain a progressively deeper understanding of the phonic structure of the English language as they move through the school and to ensure all children are provided with the tools needed to become a fluent reader and writer. Careful thought will be given to the provision of appropriately structured work of children with SEND and for children whom English is an additional language, often through intervention groups. The school have a variety of strategies to enable all children to have increased access to the curriculum through a broad-based, multi-sensory approach to phonic sessions. The most able children within our school, including those children who are gifted and talented, are identified so that their individual needs are acknowledged. Planning ensures that the level of challenge is appropriate to their specific needs.

## **The Early Years Foundation Stage**

We encourage the development of Literacy skills in the Nursery and Reception classes as this is part of the Early Years Foundation Stage. We relate the literacy development of the children to the objectives in the 'Early Outcomes' document and the Early Learning Goals. The children's learning includes letter and sound recognition, word building and word recognition as part of their phonic, spelling and handwriting development. This is supported by space themed reading, sound and spelling cards which children are encouraged to learn both at home and at school. Weekly homework in Foundation Stage includes consolidation and application of phonic skills. Early Years practitioners will support parents to become partners in their child's learning.

## **Assessment and Reporting**

Opportunities for assessment will be identified on planning. Children in Key Stage 1 and two have weekly spelling tests which have a cycle of Wednesday to Wednesday. At the end of each half term children will be teacher assessed on their progress in phonics and put into groups accordingly. These assessments will be recorded on the year group tracking grids and can be found in the staff drive- phonics-tracking grids-year group. (see Appendix 1). The assessments will be monitored by the Phonics and Assessment Leaders to identify which children are on track to meet age related expectations and areas of strength and improvement. Teachers are responsible for reporting to parents, particularly if children need additional support in phonics, and liaise with them how they can support their child's learning at home. Assessment information will be shared among practitioners and reported to parents to ensure smooth transitions between year groups.



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## **National Phonic Screening**

All children in Year 1 will be screened using the National assessment materials in the summer term. If the children in Year 1 fail the screening they will be retested in Year 2. This data is submitted to the local authority and reported to parents at the end of the academic year.

## **The Role of the Phonics Leader**

- To monitor the standards in phonics across the school.
- To monitor the quality of teaching of phonics across the school.
- To plan strategically to improve the provision and standards of phonics.
- To lead in the implementation of new developments/strategies.
- To ensure staff have the opportunity for CPD to develop their skills.
- To ensure resources including the use of support staff are deployed effectively in phonic sessions.

## **Equal Opportunities**

The teaching of phonics will be in accordance with the present policy for equal opportunities. We aim to provide equal access to phonics for those children with special educational needs and for whom English is an additional language. We also acknowledge the need to ensure more able children are appropriately challenged.

## **Professional Development**

We believe that continuing professional development for all staff features highly in the school improvement plans to aid the development of children. All school staff receive regular CPD opportunities including regular updates in best practise. All aspects of phonics are monitored by the Phonics Leader on a regular basis as part of the cycle of the leadership team. Tracking grids are monitored, teaching is observed and plans scrutinised with feedback given and support allocated accordingly. However teachers are also accountable for their own performance in relation to the teacher standards document. Phonic observations will be monitored using the 'Phonics Observation Pro-forma' (see Appendix 2). Performance management targets are also set within the agreed guidelines.

## **Monitoring and Review**

**Phonics leader:** J Baxter (Assistant Head and KS1 Phase leader)

**To work in partnership with:**



## **Lawford Mead Primary & Nursery School**

- Head
- Senior Leadership Team
- Literacy leader
- EY Phase leader
- EY, KS1 & Year 3 teachers and LSAs

The monitoring of this policy will be the responsibility of the Phonics Leader in conjunction with the Leadership Team.

This policy will be formally reviewed by the governing body on an annual basis or earlier if new guidance becomes available.







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	<p><b>Phase 3 (YR)</b>  <b>Working on:</b>  <b>Knowing one grapheme for each of the 43 phonemes</b></p> <p><i>All children to have completed phase 3 by end of Reception</i></p>	<p><i>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</i></p> <p><b>Graphemes:</b></p> <p>ear,  air, ure, er,  ar,  or, ur, ow, oi,  ai,  ee, igh, oa, oo</p> <p><i>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</i></p> <p><b>Consonant digraphs</b></p> <p>ch,  sh, th, ng</p> <p><i>Working on: Reading and spelling CVC words using letters and short vowels.</i></p> <p><b>Letter progression</b></p> <p><b>Set 7:</b>  y, z, zz, qu</p> <p><b>Set 6:</b>  j, v, w, x</p>							Rec
	<p><b>Phase 2</b></p> <p><i>Working on: Using common consonants and vowel. Blending for reading and segmenting for spelling simple CVC words.</i></p> <p><i>Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</i></p>	<p><b>Letter progression:</b></p> <p><b>Set 5: h,</b>  b, f, ff, l, ll, ss</p> <p><b>Set 4: ck,</b>  e, u, r</p> <p><b>Set 3: g,</b>  o, c, k</p> <p><b>Set 2: i,</b>  n, m, d</p> <p><b>Set 1: s,</b>  a, t, p</p>							
	<p><b>Phase 1 (7 Aspects)</b></p> <p><i>Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</i></p>								



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## Phonics Session Observation Sheet

<b>Observer:</b>	<b>Teacher/LSA:</b>
<b>Date:</b>	<b>Class:</b>
<b>Prompt</b>	<b>Comment</b>
<b>Revisit and review</b> <ul style="list-style-type: none"> <li>• Can all children see/hear the teaching input?</li> <li>• Does the teacher recap on previously learned grapheme-phoneme correspondences or blending and segmenting?</li> <li>• Does the teacher give feedback on previous learning?</li> <li>• Does the teacher articulate phonemes correctly?</li> <li>• Is it kept lively and fast paced?</li> <li>• Are all children encouraged to participate?</li> </ul>	
<b>Teach</b> <ul style="list-style-type: none"> <li>• Is the new learning objective made explicit?</li> <li>• Does the teacher introduce a new sound using correct phonetic terminology?</li> <li>• Does the teacher model blending/segmenting?</li> <li>• Does the teacher articulate phonemes correctly and ensures the children participates in articulating the phonemes?</li> <li>• Are the children shown clearly how to read and write the letter/phoneme?</li> <li>• Does the teacher introduce any tricky words?</li> </ul>	
<b>Practise</b> <ul style="list-style-type: none"> <li>• Is the session fully interactive?</li> <li>• Are all the children engaged?</li> <li>• Is there appropriate differentiation?</li> <li>• Do the children articulate phonemes correctly?</li> <li>• Are the children blending/segmenting?</li> <li>• Are they given opportunities to write the letter/phoneme/grapheme?</li> <li>• Is the learning multi-sensory?</li> <li>• Does the teacher give feedback?</li> <li>• Are additional adults contributing to the learning and/or assessment?</li> </ul>	
<b>Apply</b> <ul style="list-style-type: none"> <li>• Are children given the opportunity to apply their phonic knowledge to reading and/or writing?</li> <li>• Are the activities differentiated?</li> <li>• Are children supported by peers/additional adults/teacher/resources?</li> </ul>	
<b>AfL</b> <ul style="list-style-type: none"> <li>• Are there opportunities for Assessment for Learning?</li> </ul>	